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ABSTRACT

This report presents Minnesota State Colleges and Universities System's (MnSCU's) academic plan for the Twin Cities metropolitan area. Included are the Metro Alliance's vision, mission, and goals for its eleven institutions. Goal one is to establish program and service alignment among the institutions. Goal two is to increase enrollment by 10 percent in 3 years, while goal three aims to create innovative approaches to teaching and learning. Goal four is to determine capital requests and facilities plans based on Metro Alliance academic needs. Goal five states that Metro Alliance will actively participate in and facilitate metro-wide planning with key educational and community-based organizations in the Twin Cities metropolitan area. After stating the five goals, the report examines factors affecting higher education in the Twin Cities metropolitan area, which include such items as: population in the area is growing more rapidly than in the rest of Minnesota and is becoming more diverse; within 5 years, the majority of high school graduates will be from this area; Metro Alliance institutions enroll about one-third of MnSCU's total student body; students attend part-time and are older; and the area has a strong employment market. The report then describes collaboration with the University of Minnesota and consultation with private colleges. Included in the appendices are Metro Alliance institution mission statements, a list of the Metro Alliance participants, a timeline of the Metro Alliance planning meetings, and a bibliography. (Contains 16 references.) (VWC)

ED 443 499

**Minnesota
State Colleges
& Universities**

CROSSTOWN CONNECTIONS

**ACADEMIC PLAN
FOR THE TWIN CITIES METROPOLITAN AREA**

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November 1999

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OCTOBER 1999

To the Governor, the Legislature, and the People of Minnesota

The Minnesota State Colleges and Universities System exists to provide learning and career opportunities for students. This plan, developed by the 11 Twin Cities metropolitan area college presidents and approved by the MnSCU Board of Trustees, has students as its focus. It aims to reach out to those students who traditionally are not well-served by higher education; better coordinate services for students already attending MnSCU institutions in the metropolitan area; eliminate unnecessary duplication of programs; strengthen the state colleges and universities in the metropolitan area; and meet the growing demand for educating and upgrading the skills of the workforce.

The Metro Alliance, the 11 Minnesota State Colleges and Universities located in the metropolitan area, recognize the importance of reaching out to students, to community partners, and to each other. Students, faculty, staff, and key community representatives will be engaged in developing and implementing strategies to bring this plan to life. These groups will also be involved in ongoing planning efforts by the Metro Alliance to function like a single institution for students and employers.

- Morris J. Anderson, Chancellor, Minnesota State Colleges and Universities
- Cliff Korkowski, Anoka-Hennepin Technical College
- Patrick M. Johns, Anoka-Ramsey Community College
- Charles Hays, Century College
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- Thomas J. Horak, Normandale Community College
- Ann Wynia, North Hennepin Community College
- Donovan Schwichtenberg, St. Paul Technical College



- **Anoka-Hennepin Technical College**
Anoka
- **Anoka-Ramsey Community College**
Coon Rapids and Cambridge
- **Century College**
White Bear Lake
- **Dakota County Technical College**
Rosemount
- **Hennepin Technical College**
Brooklyn Park and Eden Prairie
- **Inver Hills Community College**
Inver Grove Heights
- **Metropolitan State University**
Minneapolis
- **Minneapolis Community and Technical College**
Minneapolis
- **Normandale Community College**
Bloomington
- **North Hennepin Community College**
Brooklyn Park
- **St. Paul Technical College**
St. Paul

Metro Area MnSCU Institutions

- STATE COLLEGES
- ◆ STATE UNIVERSITIES



Vision

The Metro Alliance will be a high quality integrated higher education system that functions like a single institution for students.

Mission

The Metro Alliance unites 11 distinct MnSCU institutions to better prepare the diverse residents of the Twin Cities metropolitan area for learning, employment, citizenship, and life. The Alliance provides seamless pathways for students at all levels of educational achievement and strengthens member institutions, both individually and collectively.

Goals

Goal One: Program and Service Alignment

Provide students enrolled at each Alliance institution with access to programs and services offered by any other Alliance institution.

Goal Two: Increased Enrollment

Increase metro area student participation and goal attainment by 10 percent in three years.

Goal Three: Innovative Teaching and Learning

Create innovative approaches to teaching and learning.

Goal Four: Facilities Planning

Determine capital requests and facilities plans based on Metro Alliance academic needs.

Goal Five: Regional Linkages

The Metro Alliance will actively participate in and facilitate metro-wide planning with key educational and community-based organizations in the Twin Cities metropolitan area.

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Summary

Factors Affecting Higher Education in the Twin Cities Metropolitan Area

To develop its vision, mission, goals, and outcomes, the Metro Alliance identified the following factors affecting higher education in the Twin Cities metropolitan area:

- Population in the metropolitan area is growing more rapidly than in the rest of Minnesota and is becoming more diverse. The majority of Minnesotans live in the metropolitan area and as this population grows, it is becoming increasingly diverse.
- Within five years, the majority of high school graduates in Minnesota will be from the metropolitan area. By the year 2004, there will be more high school graduates in the metropolitan area than in Greater Minnesota.
- Metro Alliance institutions enroll about one-third of MnSCU's total student body. Metro Alliance institutions enroll about one-third of MnSCU's total FYEs and over 40 percent of MnSCU's headcount.
- Most Metro Alliance students attend part-time. Over 60 percent of Metro Alliance students attend school part-time compared with fewer than 40 percent at other MnSCU institutions.
- Metro Alliance students in the metropolitan area are older. The median age of MnSCU students in the metropolitan area is 25, and many students are over 35.
- Metro Alliance students are diverse. Students of color make up about 12.4 percent of the MnSCU student body in the metropolitan area.
- Many students in Minnesota do not attend higher education immediately after high school. About 46 percent of high school graduates do not attend higher education the fall after they graduate from high school.
- The metropolitan area has a strong economy. The metropolitan area has 30 of the Fortune 1,000 companies, 10 of the Forbes 500 largest privately held firms, and a broad set of industries. The metropolitan area is also home to 744 firms employing between 250 and 1,000 employees and 84,016 firms with less than 250 employees. Overall, firms with less than 1,000 employees employ about 86 percent of metropolitan area workers.
- The metropolitan area has a strong employment market. Jobs in the metropolitan area grew more rapidly than national job growth over the last three years. The Department of Economic Security reported that unemployment in the metropolitan area is 2.2 percent, well below the national average of 4.3 percent.
- Metropolitan area employers are having difficulty finding enough qualified workers. In a 1998 survey, more than 80 percent of executives of companies with 100 or more employees in the metropolitan area had concerns about attracting skilled workers. An industry that is particularly having difficulty finding qualified workers is the information technology industry.

Vision

The Metro Alliance will be a high quality integrated higher education system that functions like a single institution for students.

Mission

The Metro Alliance unites 11 distinct MnSCU institutions to better prepare the diverse residents of the Twin Cities metropolitan area for learning, employment, citizenship, and life. The Alliance provides seamless pathways for students at all levels of educational achievement and strengthens member institutions, both individually and collectively.

Goals

GOAL ONE: Program and Service Alignment

Provide students enrolled at each Alliance institution with access to programs and services offered by any other Alliance institution.

Outcomes

- Complete articulation of courses between similar programs at Alliance institutions
- No unnecessary course/program duplication in new and existing undergraduate and graduate programs at Metro Alliance institutions
- Students can use course equivalencies, academic program information, transfer course evaluations, and degree audits in a web-based environment through the full implementation of the Degree Audit Reporting System (DARS) and Course Applicability System (CAS)
- Students complete selected baccalaureate degrees at Metro Alliance two-year colleges through Integrated Baccalaureate Programming
- Students have access to compatible admissions, registration, financial aid, transcripts, scheduling, and other services for all Metro Alliance institutions at each Alliance institution
- Students from all Metro Alliance Institutions have access to specialty programs offered by Alliance institutions
- Other MnSCU institutions coordinate the courses and programs they offer in the metropolitan area through the Metro Alliance

GOAL TWO: Increased Enrollment

Increase metro area student participation and goal attainment by 10 percent in three years.

Outcomes

- Increased participation rates of metropolitan area high school graduates who attend college one year after graduation
- Increased participation and goal attainment of underserved students in the metropolitan area
- Increased participation and goal attainment of current workers in the metropolitan area
- Increased participation and preparation of workers in the metropolitan area aligned with employer needs

GOAL THREE: Innovative Teaching and Learning

Create innovative approaches to teaching and learning in Metro Alliance Institutions.

Outcomes

- Faculty from all Metro Alliance institutions work collectively to design and implement innovative approaches to improve teaching and learning
- Teaching and learning opportunities and services at Metro Alliance institutions are tailored to student learning needs, styles, and objectives
- Appropriate technology enhances teaching and learning across the Metro Alliance institutions

GOAL FOUR: Facilities Planning

Determine capital requests and facilities plans based on Metro Alliance academic needs.

Outcomes

- MnSCU Board of Trustees capital bonding priorities for Metro Alliance institutions are supported by this plan
- Criteria and processes are used to evaluate and recommend facility projects of Metro Alliance institutions to the MnSCU Board of Trustees in relation to the facilities capacities, needs and uses of all 11 Alliance institutions
- Coordinated facility planning and usage within the Metro Alliance makes the best use of current facilities

GOAL FIVE: Regional Linkages

The Metro Alliance will actively participate in and facilitate metro-wide planning with key educational and community-based organizations in the Twin Cities metropolitan area.

Outcomes

- The Alliance has mutually beneficial linkages with employers, regional planners, K-12 schools, other MnSCU institutions, the University of Minnesota, and private institutions
- Alliance initiatives are focused through collaborative research on current and potential student workplace, and community needs

Introduction

The Metro Alliance, a network of 11 MnSCU institutions in the Twin Cities metropolitan area, have a large and diverse undergraduate student body and provide a broad selection of courses and programs. These institutions share a common commitment to the students and communities they serve. This plan demonstrates how the Metro Alliance will sharpen its focus on the current and future needs of students and their wide variety of learning goals.

Metro Planning Legislation

Two pieces of legislation provide the impetus and foundation for master academic planning for MnSCU institutions in the metropolitan area.

1999 Higher Education Bill, Chapter 214, Article 2, Section 20

By September 30, 1999, the board of trustees of the Minnesota state colleges and universities shall submit to the legislature the master academic plan for the metropolitan area as required under Laws 1996, chapter 395, section 3, paragraph (e), and a systemwide space utilization report.

Laws of Minnesota 1996, Chapter 395 Section 3, Paragraph (e)

By February 15, 1997 the system office and the campuses of the Minnesota state colleges and universities shall submit to the legislature a master academic plan for the metropolitan area that defines the current and future missions and plans of the metro area colleges and universities.

Within the fiscal realities of the state, the plan must consider short- and long-term demographic and enrollment projections, physical plant capacity and needs, and coordination and duplication of the program offerings. The system office shall consult with the University of Minnesota during the planning process. The plan must be submitted to the board of trustees for approval before submission for legislative approval.

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Metro Alliance Structure

ALLIANCE MEMBERS

The following MnSCU institutions make up the Metro Alliance:

- Anoka-Hennepin Technical College
- Anoka-Ramsey Community College
- Century College
- Dakota County Technical College
- Hennepin Technical College
- Inver Hills Community College
- Metropolitan State University
- Minneapolis Community and Technical College
- Normandale Community College
- North Hennepin Community College
- St. Paul Technical College

The presidents of the 11 institutions manage the Metro Alliance with support from the MnSCU system office. The chair of the Alliance will rotate, giving each institutional president the opportunity to keep the Alliance active and vital. The Alliance will have decision-making power based on consensus from the 11 institutions and support from the system office.

PLANNING PROCESS

The Metro Alliance's planning processes engaged a variety of state and local partners to build and agree upon the vision, mission, goals and outcomes for the Alliance. Key partners include representatives from:

- Minnesota Legislature
- MnSCU Board of Trustees
- Alliance Faculty
- Alliance Administrators
- University of Minnesota
- Private College Council
- Regional Planning Bodies

METRO ALLIANCE PRINCIPLES

The Metro Alliance built its plan on these principles:

- Student needs are the focus of planning
- Planning is an ongoing process
- The Alliance will manage the implementation of the plan
- The Alliance will collaborate with other regional organizations
- The Alliance will reach out to business and industry

STRATEGIC ACTIONS

Strategic actions for each goal and its related outcomes will be developed by using:

- Project teams composed of college and university representatives and community stakeholders
- Research targeted on the goals
- Key input from selected community groups

PROJECT ACTION TEAMS

The Alliance will use project action teams listed below to address operational issues. An Alliance president will serve on each project action team to keep the team focused on developing concrete strategies to address specific issues. The project action teams will allow the Alliance to stay flexible and to address important issues as they arise.

Metro Area Chief Academic Officers

A project action team made up of all the chief academic officers at the Alliance institutions is working on plans to:

- Align programs at the 11 institutions
- Identify core and specialty programs at each institution
- Eliminate unnecessary duplication
- Encourage innovative teaching and learning practices

Metro Marketing Consortium

The consortium is composed of marketing directors from Alliance institutions who supplement Alliance student recruitment and enrollment efforts and build the image and identity of the colleges.

Customized Training Consortium

The consortium is composed of customized training representatives from Alliance colleges who provide training, consulting and related services to business and industry.

Metro Area Technical Directors

This is a group of technical directors from Alliance colleges who are working to create the standards and platforms needed to support shared systems throughout the Alliance.

Factors Affecting Higher Education in the Twin Cities Metropolitan Area

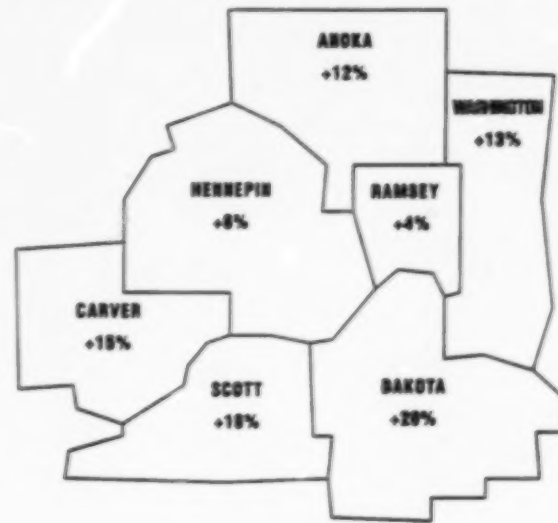
The Metro Alliance identified the following environmental factors as having a significant impact on the demand for higher education in the metropolitan area:

Population in the metropolitan area is growing more rapidly than in the rest of Minnesota and is becoming more diverse.

The majority of Minnesotans live in the metropolitan area and as this population grows, it is becoming increasingly diverse. Even though populations of color are growing rapidly, whites will make up the overwhelming majority of Minnesotans for at least 20 years in the future.

Note: This report focuses on the traditional seven-county metropolitan area because the largest amount of comparable data is available for this area. These trends would be even more pronounced for the 11-county metropolitan area or the Rochester to St. Cloud corridor.

PROJECTED POPULATION INCREASES FROM 1995 TO 2005



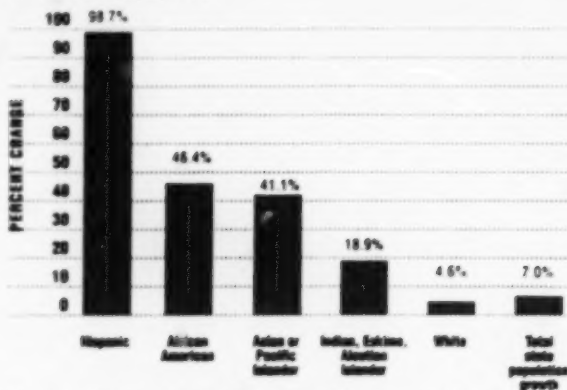
POPULATION IS PROJECTED TO GROW IN EVERY TWIN CITIES COUNTY

County	1995	2000	2005	2010	2015	2020	Change 1995-2005
Anoka	264,570	281,870	296,830	310,660	323,440	333,930	12%
Carver	53,080	57,390	61,220	64,960	68,810	72,440	18%
Dakota	313,450	347,220	377,520	406,150	434,050	459,190	20%
Hennepin	1,076,410	1,110,330	1,136,140	1,157,890	1,178,830	1,198,860	8%
Ramsey	500,650	512,240	521,850	530,880	540,430	550,420	4%
Scott	64,400	69,770	74,500	79,190	83,980	88,300	18%
Washington	160,510	172,110	182,160	191,730	200,840	208,430	13%
Total	2,435,074	2,552,939	2,652,234	2,743,479	2,832,404	2,913,599	13.0%

Source: State Demographic Center web-site, <http://www.mnplan.state.mn.us/demography/>

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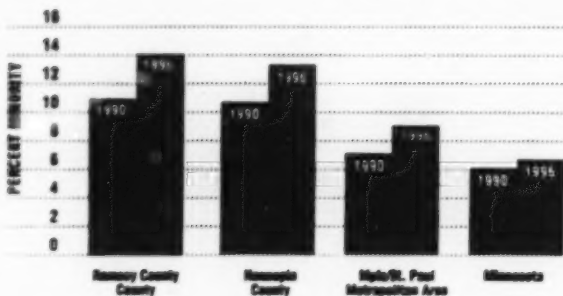
HISPANICS ARE PROJECTED TO BE THE FASTEST GROWING MINORITY IN MINNESOTA



Note: Columns do not add up to total line because of some duplication within racial/ethnic data.

Source: State Demographic Center web-site, <http://www.mnplan.state.mn.us/demography/>

THE METROPOLITAN AREA IS MORE DIVERSE THAN MINNESOTA AS A WHOLE

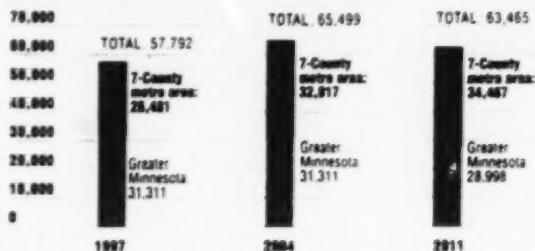


Note: Data is from the last census year, 1990.

Source: Higher Education Services Office, Basic Data Series 1997

BY 2004, THE MAJORITY OF HIGH SCHOOL GRADUATES WILL BE FROM THE METROPOLITAN AREA

NUMBER OF STUDENTS GRADUATING FROM HIGH SCHOOL



Source: Minnesota Higher Education Services Office

Within five years, the majority of high school graduates in Minnesota will be from the metropolitan area

By 2004, the number of high school graduates in the seven-county metropolitan area will surpass the number of graduates in Greater Minnesota. This trend becomes more pronounced through 2011 according to the Minnesota Higher Education Services Office. The growth of graduates is projected to occur in all metropolitan counties, with the largest growth in the outlying metropolitan counties. For the next ten years, a growing number of students will be graduating from high school. However, by the year 2008, the number of high school graduates will start to decrease statewide.

Metro Alliance institutions enroll about one-third of MnSCU's total student body

Metro Alliance institutions enroll about one-third of MnSCU's total full year equivalents (FYEs), a trend that has held for eight years. However, these institutions enroll over 40 percent of MnSCU's headcount. This higher headcount percentage for the Metro Alliance is the result of a higher ratio of part-time students than for the entire MnSCU System.

THE METRO ALLIANCE ENROLLS ABOUT ONE-THIRD OF MNSCU'S TOTAL FYE

	FY 91	FY 92	FY 93	FY 94	FY 95	FY 96	FY 97	FY 98
Metro Alliance Total	38,249	38,909	38,917	38,215	38,930	38,187	38,923	38,977
System Total	123,327	122,829	124,400	121,813	119,783	111,804	118,327	111,409
Alliance % of System Total	29.4%	29.9%	31.0%	31.4%	31.8%	31.5%	31.4%	31.3%

Source: MnSCU Office of Research

THE METRO ALLIANCE ENROLLS OVER ONE-THIRD OF MNSCU'S HEADCOUNT

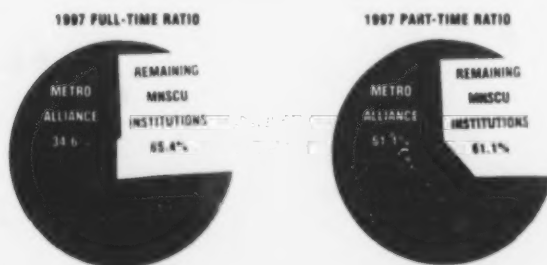
	1993	1994	1995	1996	1997
Metro Alliance Total	62,377	69,994	67,138	66,340	64,823
System Total	163,999	168,014	153,729	148,202	148,956
Alliance % of System Total	38.0%	37.8%	37.2%	37.1%	38.8%

Source: Higher Education Services Office, Basic Data Series 1997

Most Metro Alliance students attend part-time

Over 60 percent of Metro Alliance students attend school part-time compared with fewer than 40 percent at other MnSCU institutions. This ratio remained about the same between 1993 and 1997, the last year for which data is available.

MOST METRO ALLIANCE STUDENTS ATTEND PART-TIME

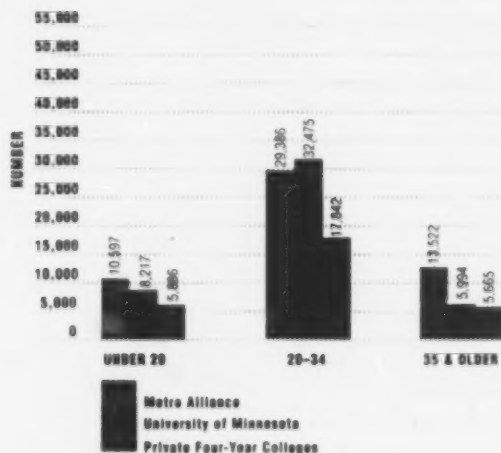


Source: Higher Education Services Office

Metro Alliance students are older

The median age of MnSCU students in the metropolitan area was 25 in 1997, the most recent year for which data is available. Most of the Metro Alliance institutions have a sizable number of students over age 30.

MOST STUDENTS AT METRO ALLIANCE ARE OLDER

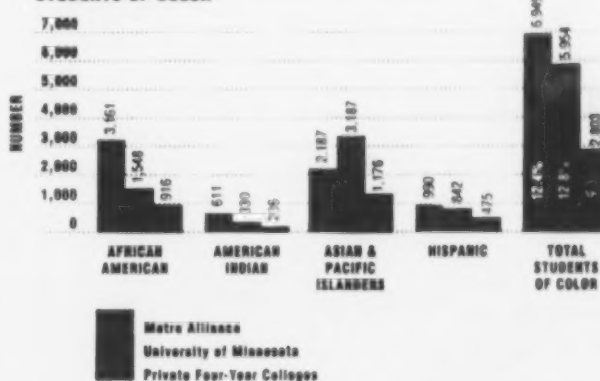


Note: 1997 Headcount data
Source: Minnesota Higher Education Services Office

Metro Alliance students are diverse

Students of color made up about 12.4 percent of the student body of Metro Alliance institutions in 1997. This is a higher representation than in the metropolitan area which had 9.1% people of color in 1996, according to the U.S. Census. The metropolitan area needs a strong and flexible higher education system to meet the needs of a growing and increasingly diverse population.

METRO ALLIANCE INSTITUTIONS ENROLL MANY STUDENTS OF COLOR

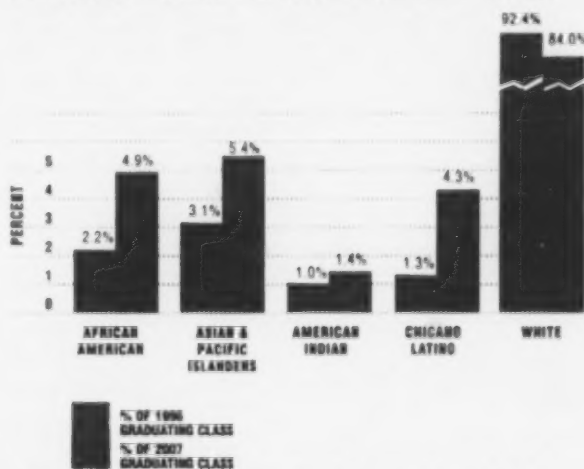


Note: Data is for 1997. 5,706 MnSCU, 5,135 University of Minnesota, and 1,956 private college students did not report their racial category.

Source: Higher Education Services Office

High school graduates in Minnesota will become increasingly diverse, with graduates of color growing at a faster rate than white graduates. However, white students will make up the overwhelming majority of graduates for at least 15 years into the future.

HIGH SCHOOL GRADUATES WILL BECOME INCREASINGLY DIVERSE



Source: Minnesota Private College Council Research Foundation

Many students in Minnesota do not attend higher education immediately after high school

The Minnesota House of Representatives Research Department found that in 1996 about 46 percent of high school graduates do not attend higher education the fall after they graduate from high school. This percentage has grown from about 41 percent in 1988.

The metropolitan area has a strong economy

The University of Minnesota and the Metropolitan Council in their joint 1995 industry cluster study found the metropolitan area has a robust economy with a diverse set of industries including food production, computers, printing and publishing, health care, medical instruments, arts and entertainment, and education. Fifteen of the Fortune 500 industrial and service firms have their headquarters in the metropolitan area, and 30 of the Fortune 1,000 industrial and service firms have their headquarters in the metropolitan area. Ten of the Forbes 500 largest privately held firms have their headquarters in the metropolitan area. The Department of Economic Security reports that the metropolitan area is also home to 744 firms employing between 250 and 1,000 employees and 84,016 firms with less than 250 employees. Overall, firms with less than 1,000 employees employ about 86 percent of metropolitan area workers.

The metropolitan area has a strong employment market

According to the Department of Economic Security, the unemployment rate in the metropolitan area was 1.9 percent in August 1999, well below the national average of 4.2 percent.

The 1990 Census found that the metropolitan area had a 77 percent participation rate of the working-age population in the labor force. This is considerably higher than the national average of 66.2 percent. In the 1990 Census, the metropolitan area labor participation rate for women was 70.7 percent, compared to 57.9 percent nationally.

Metropolitan area employers are having difficulty finding enough qualified workers

In 1998, the Citizen's League reported that 56 percent of metropolitan area executives surveyed cited the attraction and retention of skilled workers as the most important need for their company. This is more than double the number who cited this need two years earlier. More than 80 percent of executives of companies with 100 or more employees said attracting skilled workers is a major concern. An industry that is particularly having difficulty finding qualified workers is the information technology industry. In a survey of metropolitan area businesses by the Department of Economic Security, almost 60 percent of respondents said they had problems finding qualified information technology workers.

Vision of the Metro Alliance

The Metro Alliance will be a high quality integrated higher education system that functions like a single institution for students.

What does the vision mean for students?

The Metro Alliance envisions a future in which students can move freely into and between the 11 member institutions. Compatible curriculum, registration and other key services will allow students to take advantage of the broad array of programs offered at a wide variety of times and locations throughout the Twin Cities metropolitan area. A student might pursue a single degree by taking general education classes during lunch at a campus near work while pursuing major classes in the evening near home. For students, the Alliance will seem and act like one institution.

Mission of the Metro Alliance

The Metro Alliance unites 11 distinct MnSCU institutions to better prepare the diverse residents of the Twin Cities metropolitan region for learning, employment, citizenship, and life. The Alliance provides seamless pathways for students at all levels of educational achievement and strengthens member institutions, both individually and collectively.

What does the mission mean for students?

The Metro Alliance will serve the wide variety of students from all over the metropolitan area and help them to achieve their various learning goals. Students will be able to walk into any Alliance institution and match interests and skills with Alliance services, courses and programs that help them achieve their goals. Student success will determine if the Alliance has fulfilled its mission.

GOAL ONE: Program and Service Alignment

Provide students enrolled at each Alliance institution with access to programs and services offered by any other Alliance institution.

Outcomes

- Complete articulation of courses between similar programs at Alliance institutions
- No unnecessary course/program duplication in new and existing undergraduate and graduate programs at Metro Alliance institutions
- Students can use course equivalencies, academic program information, transfer course evaluations, and degree audits in a web-based environment through the full implementation of the Degree Audit Reporting System (DARS) and Course Applicability System (CAS)
- Students complete selected baccalaureate degrees at Metro Alliance two-year colleges through Integrated Baccalaureate Programming
- Students have access to compatible admissions, registration, financial aid, transcripts, scheduling, and other services for all Metro Alliance institutions at each Alliance institution
- Students from all Metro Alliance Institutions have access to specialty programs offered by Alliance institutions
- Other MnSCU institutions coordinate the courses and programs they offer in the metropolitan area through the Metro Alliance

Purpose of the program and service alignment goal

When a student enrolls at one Alliance institution, he or she will be enrolled at all Alliance institutions. Courses and programs across the Alliance institutions will be aligned so that students can work toward their learning goals without fearing that credits will not transfer to other Alliance institutions. Students will be able to use electronic systems like the DARS and the CAS to determine how their courses apply to various certificates and degrees. Students who choose to can complete a Metropolitan State University baccalaureate degree at selected two-year colleges around the metropolitan area.

Program alignment scenario

Judy is a 23-year-old part-time student working full time. She lives in the northwest suburbs and works in downtown Minneapolis. Judy takes most of her classes in the evening at North Hennepin Community College because it is close to her home. However, because her job is just a few blocks from Minneapolis Community and Technical College, she sometimes takes classes there over her lunch hour. Enrollment as an Alliance student makes this possible and

easy. Judy has one electronic transcript that records all her classwork. Her advisor has outlined the courses she needs to complete her program. By using on-line resources, Judy checks the location and time of the courses and registers on-line. She can use other on-line resources like ISEEK to investigate career and education opportunities, and the Degree Audit Reporting System to electronically determine the transferability of her courses. Judy can see a financial aid counselor at either campus and can use the library and check out and return materials at any Alliance campus. Finally, if she chooses, Judy may complete her Metropolitan State University baccalaureate degree right at the Minneapolis Community and Technical College.

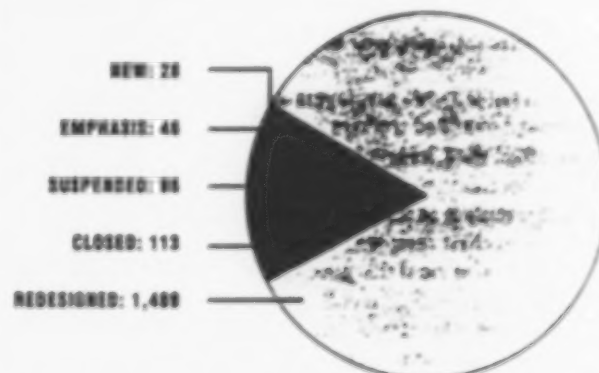
Program access and alignment data

The college and university curriculum is always changing to meet the needs of students and employers as well as to reflect changes in disciplines and fields. Curriculum changes are accomplished in hundreds of ways: through changing requirements and content within individual courses, by creating new programs, by redesigning existing programs, and by expanding existing programs through the creation of sub-specializations.

Metro Alliance schools are changing their curricula to meet the needs of students. Over a two-year period:

- 28 new programs were created to respond to emerging needs
- 46 new sub-specializations were created in existing programs
- 1,499 programs were redesigned
- 96 programs were suspended
- 113 programs were closed

METRO ALLIANCE INSTITUTIONS ARE CONSTANTLY UPDATING THEIR PROGRAMS



Source: MnSCU Office of Academic Programs

METRO ALLIANCE INSTITUTIONS OFFER A WIDE VARIETY OF AWARDS AND PROGRAMS

INSTITUTION	CERTIFICATES	DIPLOMAS	AA	AS	AAS/ JOINT	AAS NOT DUPLICATED	BA/BS
Anoka-Hennepin TC	21	38			13/11	13	
Anoka Ramsey CC	38		1	11	38/11	13	
Century C	91	46	1	5	37/4	37	
Sakata County TC	38	36			24/17	24	
Hennepin TC	123	80			44/28	44	
Lower Hills TC	8		1	17	38/27	3	
Metropolitan BH							33
Minneapolis CTC	28	33	1	9	14	14	
Normandale CC	6		1	5	23/10	13	
North Hennepin CC	9		1	12	22/13	9	
St. Paul TC	52	48			28/11	28	
TOTALS	384	285	6	59	266/146	189	33

Source: MnSCU Office of Academic Programs. Data is for August 1999

In addition to a dynamic mix of programs, the Metro Alliance institutions provide a wide variety of award options depending on student needs and goals.

This inventory includes all programs offered at multiple sites but does not include closed or suspended programs. It should be noted that community colleges traditionally do not offer diplomas. While consolidated and community colleges only offer one associate of arts degree, these programs enroll the majority of students. Joint degrees are degrees offered by two institutions and are currently listed on the inventories of both institutions. Generally, one college offers the general education courses, and the other offers the technical courses. With the MnSCU Board of Trustees' recent approval of Policy 3.25, the joint programs will be assigned to only one institution.

PROGRAM ACCESS AND ALIGNMENT OUTCOMES

Complete articulation of courses between similar programs at Alliance institutions - Faculty and academic administrators at Alliance institutions will align courses and programs to guarantee that similar courses and programs fully articulate and transfer between the 11 institutions. The chief academic officers at Metro Alliance institutions are committed to eliminating structural barriers to course transfer. They plan to develop easy approaches to transfer by addressing the following in priority order:

- Transfer of general education between and among community colleges and Metropolitan State University, with a goal of easing transfer for students who do not complete the entire Minnesota Transfer Curriculum;
- Transfer of general education technical college courses to community colleges and Metropolitan State University; and

- Transfer of courses in larger programs (e.g., business, nursing,) between and among all Alliance institutions.

No unnecessary course/program duplication in new and existing undergraduate and graduate programs at Metro Alliance institutions - The Metro Alliance will continue to apply the criteria on page 14 to new and existing undergraduate and graduate programs to reduce unnecessary duplication. Except for one-of-a-kind programs, these criteria will be used together to determine if a program is duplicative. While the Alliance is committed to eliminating unnecessary duplication, it will not prevent one of its individual member institutions from submitting a programmatic request even if it fails to meet the criteria in the table on page 14. Ultimately final programmatic decisions rest with the MnSCU Board of Trustees.

Students can use course equivalencies, academic program information, transfer course evaluations, and degree audits in a web-based environment through the full implementation of the Degree Audit Reporting System (DARS) and Course Applicability System (CAS) - DARS and CAS will allow students to determine electronically how their courses and programs relate to other courses and programs to ensure smooth transfer to other higher education providers. The MnSCU system office is committed to making the Alliance the pilot territory to implement these two systems.

Students complete selected baccalaureate degrees at Metro Alliance two-year colleges through integrated baccalaureate programming - Metropolitan State University will provide upper-division programming at select two-year colleges in the metropolitan area. This will allow students to complete selected baccalaureate degrees at one location. It will also allow Metropolitan State University to meet the needs of a larger number of students.

CORE CRITERIA FOR DETERMINING PROGRAM NEED AND DUPLICATION

CRITERIA One of a kind program in the metropolitan area

This program exists at only one of the Metro Alliance institutions (at the six digit classification of instructional program level).

➔ **ACTION** If one-of-a-kind, then no other evaluation for duplication needs to be done.

CRITERIA Student enrollment/program capacity ratio

Student enrollment compared to the maximum number of students that can be accommodated by the facilities and number and availability of qualified staff, as well as any accreditation limitations.

➔ **ACTION** The higher the ratio, the less likely the program is duplicative (ideally there would be one student for every available slot).

CRITERIA Market demand for program

How high is the demand for the program:

- In the Twin Cities metropolitan area
- The region surrounding the college
- From employers in partnership with the program
- As forecast by future market predictions
- From students

➔ **ACTION** If program demand is higher than program capacity or near program capacity, it is less likely that the program is duplicative.

CRITERIA Business and higher education partnerships

The program is part of a partnership commitment with a business or another higher education provider?

➔ **ACTION** Decisions about programs run by partnerships must be put in context of the terms and agreements that operate the partnership.

CRITERIA Program quality and reputation

This is a program

- For which the college is noted
- That has high licensure and certification passing rates for students
- With an instructor who has skills and certifications not available widely

➔ **ACTION** In some cases, high-quality programs will be given special consideration, especially if that quality cannot be duplicated at any other Metro Alliance MnSCU institution.

CRITERIA Student Goal Achievement Rates

Is this a program in which a high percentage of students graduate or achieve their educational goals?

➔ **ACTION** Do not eliminate successful programs.

CRITERIA Program Integrity

Is this a program that is necessary to ensure that a college has the breadth and depth of offerings expected of an institution of higher education as well as to provide core courses for students?

➔ **ACTION** Programs required to meet accreditation and other program certification as well as providing the necessary core offerings might be exempt from evaluation for duplication.

Students have access to compatible admissions, registration, financial aid, transcripts, scheduling, and other services for all Metro Alliance institutions at each Alliance institution – All Metro Alliance institutions will develop shared admissions, registration, financial aid, transcript and scheduling processes to allow students to move freely between the 11 institutions. This will allow students to take advantage of all the courses and programs offered throughout the metropolitan area without filling out duplicate paperwork or paying duplicate fees. These

shared processes will be supported by computer-based databases and other electronic processes that can be based on the Integrated Statewide Record System.

Students from all Metro Alliance institutions have access to specialty programs offered by Alliance institutions – Each Metro Alliance institution will identify specialty programs that it will emphasize throughout the metropolitan area. Some specialty programs might be offered by more than one institution.

Other MnSCU institutions coordinate the courses and programs they offer in the metropolitan area through the Metro Alliance – This will help to avoid unnecessary duplication of program offerings and ensure that the Metro Alliance is taking advantage of the wide variety of courses offered throughout the entire MnSCU system.

GOAL TWO: Increased Enrollment

Increase metro area student participation¹ and goal attainment² by 10 percent in three years.

Outcomes

- Increased participation rates of metropolitan area high school graduates who attend college one year after graduation¹
- Increased participation and goal attainment of under-served⁴ students in the metropolitan area
- Increased participation and goal attainment of current workers in the metropolitan area
- Increased participation and preparation of workers in the metropolitan area aligned with employer needs

Purpose of the enrollment goal

The purpose of this goal is to use enrollment management strategies that increase the enrollment and participation of key student groups that have been previously under-served or represent important emerging markets for higher education. In addition to enrolling these students, the Alliance wants to help these students achieve their educational goals. In order to be truly colleges of the community, the Alliance institutions must work to serve the broad needs of the wide variety of student populations throughout the metropolitan area.

Enrollment scenario

Chris is a 19-year-old sophomore at Inver Hills Community College and the first member of his family to attend college. He never really thought about college until he was selected to be in an Upward Bound program in high school. Upward Bound is one of the federally funded TRIO programs that involve many Alliance institutions. The program uses community members to talk about different careers and the education needed to attain them.

A counselor visited with Chris and his family telling them about the wide variety of financial aid opportunities. While he was in high school, Chris attended summer enrichment programs at a private college, the University of Minnesota and a community college. He got extra help with math from a community college student who was tutoring as his work study job. In addition to getting up to speed in math, Chris learned a lot about what college is

like from his tutor. He also had an internship one summer at a hospital where he became interested in a health career. He decided to attend a community college with a variety of allied health programs and investigate becoming an emergency medical technician.

The summer before he started college, he was enrolled in a "bridge program" at Inver Hills Community College. His assessment scores indicated he was ready for college level math, but needed more work in English. Chris took a developmental course in reading and also a special course in study skills with other students in the bridge program. The college also had social activities that helped students get to know and support each other. His "bridge" cohorts were enrolled in the same sections of some classes so they could work together. Counselors also helped Chris sort out his career interests and goals.

The first semester was tough, but by spring semester Chris had earned a 3.2 grade point average and planned to return the following fall to complete an associate's degree and then transfer to a state university to get a degree in physical therapy.

Enrollment outcomes

The Alliance will achieve the following enrollment outcomes:

Increased participation rates of metropolitan area high school graduates who attend college one year after graduation – The Metro Alliance will work with high schools and other key groups to ensure high school students have a clear understanding of their postsecondary educational options as well as clear processes to enroll in higher education institutions that meet their learning needs and goals.

Increased participation and goal attainment of under-served students in the metropolitan area – The Metro Alliance institutions are committed to serving the broad range of students and communities that make up the metropolitan area. The Alliance will work with community leaders and community-based organizations throughout the metropolitan area to identify and meet the learning needs and goals of under-served student groups. This will include working with minority communities to ensure that the colleges provide culturally sensitive atmospheres and high quality services and programs to meet the learning needs and styles of a diverse student body. Some strategies to work with students and communities of color include but are not limited to:

- Working with educational, business and community leaders from the communities of color in the metropolitan area

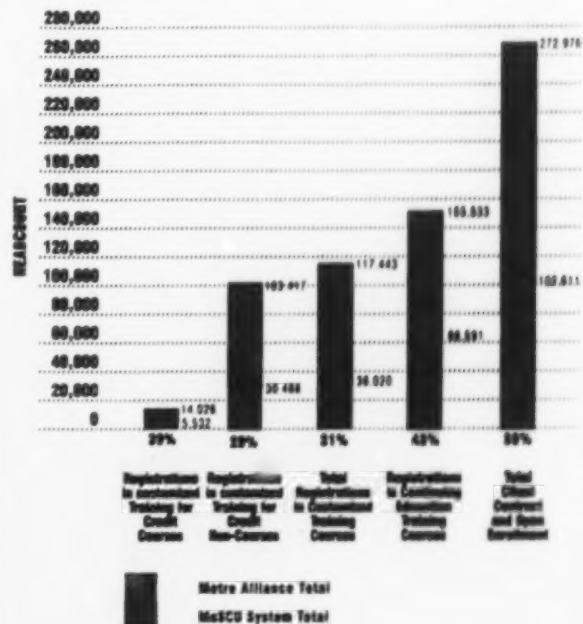
- Reviewing and collaborating with current initiatives like the Minnesota Minority Education Partnership counseling study
- Working with K-12 initiatives such as "Bridge" programs to develop relationships with elementary and secondary students of color and their parents and help them to plan and prepare for their educational future
- Working with community outreach and high school guidance counselors to review and improve the processes used to prepare young people of color to choose and enroll in college
- Creating and funding visible support networks, liaisons, and affinity groups for students of color to increase their positive experiences in each Alliance institution
- Creating and funding recruitment and retention processes for each Alliance institution to attract more students from protected class groups
- Assisting in the development of scholarship funds, mentoring programs and other support for protected class groups and first generation college students

Increased participation and goal attainment of current workers in the metro area— As a key economic resource, the Metro Alliance is committed to helping workers and employers stay current with workplace skill needs of the marketplace. The Alliance will accomplish this through these and other strategies:

- Determine the skill needs of workers and business and industry by analyzing data and information from a wide variety of sources
- Create a broad menu of courses and programs for current workers including credit, non-credit, skill-based, and degree focused
- Develop and implement methods and processes to directly link employers and education providers in the ongoing review and development of programs for current workers
- Establish flexible scheduling and delivery processes that allow workers to participate in classes when they are not working
- Create and implement methods and processes to link with other organizations focused on worker recruitment

Increased participation and preparation of workers in the metropolitan area aligned with employer needs – The Alliance will measure the quality of its programs and services for current workers and employers by how well these programs attracted workers and met their skill needs. The Metro Alliance has a strong foundation of customized training and other client-focused courses to build upon.

IN FY 1997-98, METRO ALLIANCE INSTITUTIONS PROVIDED SUBSTANTIAL CUSTOMIZED TRAINING AND OPEN ENROLLMENT LEARNING OPPORTUNITIES



Source: MnSCU Office of Research

GOAL THREE: Innovative Teaching and Learning

Create innovative approaches to teaching and learning in the metropolitan area

Outcomes

- Faculty from all Metro Alliance institutions work collectively to design and implement innovative approaches to improve teaching and learning
- Teaching and learning opportunities and services at Metro Alliance institutions are tailored to student learning needs, styles, and objectives
- Appropriate technology enhances teaching and learning across the Metro Alliance institutions

Purpose of the innovative teaching and learning goal

The purpose of this goal is to create an environment within which innovative teaching and learning is encouraged and promoted at and shared between each of the Metro Alliance institutions. This goal aims to link faculty across all Alliance institutions so they can work together to design

and implement updated and innovative approaches to teaching and learning. This includes creating updated programs to meet current student, community, and employer demands as well as developing flexible delivery systems to provide courses when and where students need and want them. The Alliance believes that faculty can and will create innovative approaches to teaching and learning if given the structures, processes, and opportunities to do so.

Innovative teaching and learning scenario

Dr. Jones works with other faculty from across the Alliance to develop and adopt a process to clearly identify and communicate both the expected and the actual learning outcomes of students. The \$3.6 million Bush grant awarded to MnSCU to incorporate active learning strategies supports this project. Dr. Jones communicates these learning outcomes to her students so they clearly understand their learning goals and expectations. This helps students to better focus their efforts on developing the key skills identified by the course syllabus. As a result, the students in Dr. Jones' courses achieve at a higher level and are more satisfied because they know what their instructor expects. When students complete the class, they are able to tell employers about the specific skills they learned.

Innovative teaching and learning outcomes

The Alliance will achieve the following outcomes related to innovative approaches to learning:

Faculty from all Metro Alliance institutions work collectively to design and implement innovative approaches to teaching and learning – Faculty are experts on curriculum, teaching, and learning. The Alliance will develop and implement processes that bring faculty together to create innovative approaches to teaching and learning. For example, faculty can develop and deliver web-based courses and programs. Whenever possible, the Alliance will make use of resources available from the Center for Teaching and Learning. In addition, Alliance faculty will work with researchers from the University of Minnesota and other schools to infuse the curriculum with the latest research findings.

Teaching and learning processes at Metro Alliance institutions are tailored to student needs, styles, and objectives. Each Alliance institution will develop teaching and learning processes that are, as much as possible, tailored to its specific student populations. To assure consistent quality, this will require an objective means of documenting student achievement.

Appropriate technology enhances teaching and learning across Metro Alliance institutions. As information technology becomes woven into the fabric of daily life and work, students expect it to be integrated into teaching and

learning processes as well. The Metro Alliance will work to provide the appropriate technology to enhance teaching and learning both within and between the 11 institutions. This includes developing web-based modules that can either be stand-alone or used in conjunction with classroom activities.

All Alliance institutions and the University of Minnesota operate METNET, the Metropolitan Educational Telecommunications Network. It is one of six higher education regional networks, known collectively as the Learning Network of Minnesota, established in 1993 by the Legislature. The METNET consortium enables each institution to share academic programs and services with each other, and provides connectivity to other postsecondary institutions throughout the state and beyond.

METNET has a compressed digital interactive video network connecting all participating campuses in the metro area. WebCT has been adopted to provide faculty and instructors with on-line course development tools. METNET is the only higher education regional consortium in Minnesota to provide student e-mail, Internet access and web course development tools.

METNET provides student e-mail at all member institutions. There are currently 7,099 users, approximately 25 percent of the eligible FYE's. Many use e-mail as an integral part of program course work. Staff and faculty are also eligible for accounts. WebMail, a new service developed to increase the accessibility of student e-mail, will be implemented in the fall of 1999. It will allow all students to access their e-mail accounts from any location that has Internet access.

GOAL FOUR: Facilities Planning

Determine capital requests and facilities plans based on Metro Alliance academic needs.

Outcomes

- MnSCU Board of Trustees capital bonding priorities for Metro Alliance institutions are supported by this plan
- Criteria and processes are used to evaluate and recommend facility projects of Metro Alliance institutions to the MnSCU Board of Trustees in relation to the facilities capacities, needs and uses of all 11 Alliance institutions
- Coordinated facility planning and usage within the Metro Alliance makes the best use of current facilities

Purpose of facilities goal

The Metro Alliance guarantees that academic planning will serve as the foundation for facility requests, planning, and usage. In addition, the Alliance will maximize the

utilization of existing space and explain how facilities requests in the metropolitan area take into account available space at all 11 Alliance institutions.

Facilities scenario

Metropolitan State University develops direct partnerships with four two-year colleges in the metropolitan area to provide upper-division programming. This allows a two-year college student to complete a four-year baccalaureate degree at a single site. In order to offer this programming, the two-year colleges provide Metropolitan State University with guaranteed classroom space that supports the type of course being offered. These facilities range from lecture space to laboratories. These convenient locations motivate students to complete their two-year programs and to pursue baccalaureate degrees. It has the added effect of attracting former two-year college students back to campus to complete a baccalaureate degree.

As the table shows, Metro Alliance institutions have 27 percent of the existing assignable square footage for the entire MnSCU. However, the Alliance institutions have about one-third of the FYE and 40 percent of the headcount for the entire MnSCU system. Also, as educational programs and needs change, existing space may need to be renovated to provide appropriate facilities.

Facilities outcomes

The Alliance will achieve the following facilities outcomes:

MnSCU Board of Trustees capital bonding priorities for Metro Alliance institutions are supported by this plan –
The following capital improvement projects, already approved by the MnSCU Board of Trustees, are supported by the Alliance:

- **Anoka Hennepin Technical College Realignment –**
Proceed with Board recommendation to allocate funds to complete the pre-design process at the Board approved location identified in consultation with the Alliance.

- **Metropolitan State University Library Construction –**
Proceed with Board recommendation to build the library on the St. Paul campus. Build as a regional center that provides supplemental library services to all 11 Alliance institutions.
- **Metropolitan State University Minneapolis campus planning and property acquisition –** Proceed with initial planning to build in proximity to Minneapolis Community and Technical College. This acquired property will replace the space currently leased by Metropolitan State University in downtown Minneapolis. When determining space needs for Metropolitan State University, ensure that space at Minneapolis Community and Technical College is fully utilized.
- **Minneapolis Community and Technical College Information Technology Center –** Proceed with Board recommendation.
- **Normandale Community College Science Building –**
Proceed with Board recommendation.
- **North Hennepin Community College Renovation of science building into general education facility –** Proceed with Board recommendation.

Criteria and processes are used to evaluate and recommend facility projects of Metro Alliance institutions to the MnSCU Board of Trustees in relation to the facilities capacities, needs and uses of all 11 Alliance institutions – The Metro Alliance will develop criteria and processes to evaluate and recommend facility projects in the metropolitan area. Alliance process will coordinate with those used by the MnSCU Board of Trustees and the Minnesota Legislature. Alliance institutions will work to share and fully utilize existing space and base future facilities on shared needs throughout the Alliance.

Coordinated facility planning and usage within the Metro Alliance makes the best use of current facilities – The Metro Alliance is committed to the maximum use and sharing of space between the 11 institutions to mitigate costs.

AS A WHOLE, METRO ALLIANCE INSTITUTIONS ARE FULLY USING THEIR SPACE

COLLEGES	EXISTING ASF	FALL 1998 GUIDELINE ASF	FALL 1998 SURPLUS/ (DEFICIT)	FALL 1998 % SURPLUS/ (DEFICIT)	FALL 2002 GUIDELINE ASF	FALL 2002 SURPLUS/ (DEFICIT)	FALL 2002 SURPLUS/ (DEFICIT)
Metro Alliance Total	2,965,903	19,350	175,029	6%	2,941,272	23,911	1%
MnSCU System Total	11,136,198	10,103,202	1,033,716	9%	10,665,330	471,588	4%

Note: ASF is assignable square footage or space that can be used for instructional purposes.

Source: MnSCU Office of Facilities Planning and Programming

GOAL FIVE: Ongoing Regional Linkages

The Metro Alliance will actively participate in and facilitate metro-wide planning with key educational and community-based organizations in the Twin Cities Metropolitan Area.

Outcomes

- The Alliance has mutually beneficial linkages with employers, regional planners, K-12 schools, other MnSCU institutions, the University of Minnesota, private colleges, and private institutions.
- Alliance initiatives are focused through collaborative research on current and potential student, workplace and community needs.

Purpose of regional linkages goal

The Metro Alliance will become a key player in metropolitan area regional policies and planning. This will help the 11 institutions to take advantage of the expertise and resources of a wide variety of regional and community-based organizations with a direct stake in higher education and economic development.

Regional linkages scenario

The Metro Alliance becomes a key service provider by meeting the regional learning and economic development needs of metropolitan area residents and employers. The Alliance will shape its agenda to respond to key regional planning bodies like the Metropolitan Council. These regional planning bodies will include higher education in regional development and begin to use the Alliance's programs and services to support its initiatives to create a vital metropolitan area. As the Metro Alliance institutions becomes more active and prominent in these regional bodies, they become active participants in the planning process.

Key metro Alliance partnerships

The Metro Alliance will develop and continue partnerships with a wide variety of organizations based on the needs of students and employers in the metropolitan area. The chart lists some of the key groups with whom the Alliance will develop partnerships.

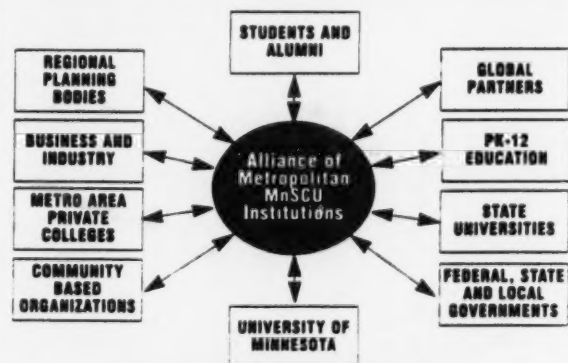
Regional linkages outcomes

The Alliance will achieve the following outcomes for regional linkages:

The Alliance has mutually beneficial linkages with employers, regional planners, K-12 schools, other MnSCU institutions, the University of Minnesota, private colleges, and private institutions – The Metro

Alliance will develop regular ongoing relationships with a variety of regional and community-based organizations interested in education and economic development. This will allow the Alliance to shape regional policy related to higher education while taking advantage of the expertise of these organizations.

Alliance initiatives are focused through collaborative research on current and potential student, workplace and community needs – The metropolitan area is constantly evolving socially and economically. The demographic make-up of the metropolitan area is becoming older and more diverse. The economic mix of large and small businesses is also changing as industries and companies expand and contract. The Metro Alliance must stay informed on these changes and developments so it can meet the needs of the wide variety of people and employers that make up the region. This requires ongoing applied research on the changing characteristics and needs of the metropolitan area.



Twin Cities Alliance Partnership Structure

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Collaboration with the University of Minnesota

The Metro Alliance, and the University of Minnesota will re-establish the joint academic planning group to address issues related to:

- The delivery of higher education in the Twin Cities metropolitan area
- Metropolitan State University's strategic planning
- The role of General College and its strategic planning
- The role of University College and its strategic planning

Metropolitan higher education issues identified by the University of Minnesota

The University of Minnesota identified the following higher education issues for the metropolitan area:

- Growth in the number of low-income minority students in metropolitan area public schools
- Increasing numbers of urban minority students who are not well prepared for postsecondary education
- Increased need for pre-K educators trained to succeed in urban schools
- Demand by employers for employees educated and trained from high skilled 21st century careers

Potential areas of collaboration between the University of Minnesota and the Alliance

The University of Minnesota has identified these issues to be addressed by collaborative planning with the Metro Alliance:

- Strengthening access through easier articulation and transfer between MnSCU institutions and the University of Minnesota
- Developing joint admission processes between Metro Alliance two-year colleges and the University of Minnesota
- Establishing specific ties between the research efforts of the General College and the Metro Alliance
- Increasing access to University of Minnesota resources and lifelong education through a selective group of career-oriented baccalaureate degrees offered in partnership with MnSCU
- Enhancing leadership and coordination of approaches to metropolitan education issues through summits, a consortium, and advisory groups of higher education, preK-12, and community organizations
- Improving coordination and dissemination, via ISEEK (Internet system of Education and Employment Knowledge), of learner- and parent-oriented information about education expectations and pathways

- Creating a pilot program to identify freshmen at Alliance two-year colleges who want a clear admission and advising pathway to transfer to the University of Minnesota in their junior year to complete their four-year degree
- Introducing applied baccalaureate programs from the University of Minnesota Crookston that will be offered in the metropolitan area to complement Alliance programs
- Expanding the range of applied degrees, polytechnic degrees and other educational programs, some in partnership with MnSCU, that serve present and future workforce needs
- Appointing an ongoing advisory committee for the University of Minnesota and Alliance representatives on emerging metropolitan area workforce needs
- Looking at the practitioner-oriented graduate programs offered and needed in the metropolitan area

The Alliance and the University of Minnesota understand the importance of collaboration. They will work together to find opportunities to coordinate resources and activities.

Consultation with the Private Colleges

The Metro Alliance has initiated discussion with the private colleges in the Twin Cities metropolitan area. The following issues will be addressed by ongoing planning efforts:

- Transfer from Metro Alliance colleges to private colleges in the metropolitan area and throughout Minnesota
- Further development and implementation of MnVU and ISEEK
- Strategies to increase the successful transfer, and graduation of students of color in the metropolitan area
- Urban Teacher education initiatives to attract teachers to serve in urban schools

Resources and Timeline

The implementation of this plan will require resources. Planning teams for each goal will determine the personnel and non-personnel costs as they design the strategies for accomplishing the stated outcomes. Some of these costs will be covered by existing allocations and some of the costs will require additional resources. The cost projections for the plan will be presented to the Chancellor by January 15, 2000 along with a timeline for achieving the goals and outcomes in this plan.

Appendices

APPENDIX A

Metro Alliance Institution Mission Statements

Listed below are the mission statements for each of the 11 Alliance institutions. The most common themes in these statements are

- Students
- Lifelong learning
- Higher education
- Partnerships
- Employment
- Urban Locale

Anoka-Hennepin Technical College – Anoka-Hennepin Technical College is an institution of higher education providing quality technical and general education for employment, workforce development and lifelong learning through partnerships with business, industry and the community.

Anoka-Ramsey Community College – Anoka-Ramsey Community College is an open-door, comprehensive institution of higher education committed to excellence in teaching and learning. Anoka-Ramsey is committed to responding to the educational needs of its changing communities, providing an opportunity for individuals to develop and enhance their knowledge, skills, and values in a supportive learning environment.

Century College – Century College is a learning-centered community committed to providing quality lifelong educational opportunities for a diverse citizenry.

Dakota County Technical College – The mission of Dakota County Technical College is to provide collegiate-level education for employment in occupational fields other than those requiring a baccalaureate degree for entry. This education will empower individuals to obtain and retain employment, enhance their opportunities for career advancement, and furnish a supportive environment in which they can develop the knowledge, skills, and attitudes necessary to succeed in a global economy.

Hennepin Technical College – The mission statement of Hennepin Technical College is to provide quality technical education needed for employment in an ever-changing, global work environment.

Inver Hills Community College – Inver Hills is a comprehensive community college committed to continuously improving student understanding and capabilities that help students lead purposeful lives, contribute to a vital community and pursue lifelong learning.

Metropolitan State University – Metropolitan State University is a comprehensive urban university committed to meeting the higher education needs of the Twin Cities metropolitan population. The university will provide accessible, high quality liberal arts and professional education to the citizens and communities of the metropolitan area, with continued emphasis on underserved groups, including adults and communities of color. Within the context of lifelong learning, the university will build upon its national reputation for innovative student-centered programs that enable students from diverse backgrounds to achieve their educational goals. The university is committed to academic excellence and community partnerships through curriculum, teaching, scholarship and services designed to support an urban mission.

Minneapolis Community and Technical College – Minneapolis Community and Technical College is an urban two-year institution of higher learning that makes individual dreams achievable by offering high quality, lifelong learning opportunities within a student centered environment.

Normandale Community College – As an urban community college serving primarily the southwest metropolitan region of the Twin Cities, Normandale prepares students for full participation in our diverse communities, creates pathways to other college programs, and builds community connections.

North Hennepin Community College⁵ – As a community college within the Minnesota State College and Universities System, North Hennepin Community College seeks to extend and expand opportunities for collegiate-level, continuous learning in the north and west metro area to meet the rapidly growing and changing economic and civic needs of our citizens. We do this through programs offered directly through the college and in conjunction with other educational institutions and services.

St. Paul Technical College – The mission for St. Paul Technical College is to provide education for employment, education for life.⁶

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APPENDIX B

Metro Alliance Participants

Anoka Hennepin Technical College

Meg Blain Corrigan, Counselor
Joanne Flaten, Vice President for Academic Affairs
Ray Marshall, Instructor
Virgil Rose, Dean of Students

Anoka-Ramsey Community College

Patty Andrews, Reading and Study Skills
Douglas Allen, Dean, Cambridge
Shannon Christiansen, Vice President of Educational Services
David Hellmich, Dean
John Hennen, Dean
Rosie Mortenson, Dean
Kathie Whelchel, Biology Instructor

Century College

Phyllis Ballata, MCCFA Representative
Mike Bruner, Vice-President, Student Services
Dave Godderz, Vice-President for Instruction
Jeff Jahnke, UTCE Representative

Dakota County Technical College

Larry Boser, Instructor, UTCE Representative
Karen Halvorson, Vice President of Student Affairs
Jerry Johnson, Vice President of Academic Affairs
Charlotte Kodner, Instructor and Faculty Senate President
Sharon LaComb, Vice President of Customized Training

Hennepin Technical College

Marty Patterson, Senior Dean of Instruction
Kathy Pederson, Instructor
Carol Tulikangas, Vice President for Academic and Student Affairs

Inver Hills Community College

Mike Bozonie, Dean
Jim Brothen, Geography Instructor
Joan Costello, English Instructor
Heidi Goar, Sociology Instructor
Bruce Lindberg, Dean
David Shupe, Vice President for Academic Affairs
Sharon Speich, Dean, Humanities/Social Science

Metropolitan State University

Nancy Black, Department of Social Science
Leah Harvey, Vice-President for Academic and Student Affairs

Fred Kirchhoff, Dean of Arts & Sciences
Samad Mortabit, Department of Mathematics
Gary Seiler, Dean, College of Management
Ken Zapp, Department of Economics

Minneapolis Community and Technical College

Ron Anderson, Academic Dean
Lois Bollman, Interim Dean
Sherry Dilley-Haugen, Business and Office Instructor (UTCE)
Eloise Fredrickson, Instructor
Rob Hartung, Director of Planning
Josephine Reed-Taylor, Vice President for Academic Affairs

Normandale Community College

Teri Avis, Dean
David Berner, Faculty of Geology and Geography
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APPENDIX C:**Metro Alliance planning meetings**

- March 10, 1999 - Metro Alliance Chief Academic Officers Meeting
- March 19, 1999 - Metro Alliance Chief Academic Officers Meeting
- April 1, 1999 - Metro Alliance Presidents Meeting
- April 19, 1999 - Metro Alliance Large Group Planning Meeting
- May 3, 1999 - Metro Alliance Chief Academic Officers Meeting
- May 6, 1999 - Metro Alliance Presidents Meeting
- May 17, 1999 - Metro Alliance Chief Academic Officers Meeting
- May 17, 1999 - Metro Alliance Presidents Meeting
- May 25-26, 1999 - Metro Alliance Large Group Planning Meeting
- June 9, 1999 - Metro Alliance Presidents Meeting
- June 22, 1999 - Metro Alliance Large Group Planning Meeting
- July 8, 1999 - Metro Alliance Presidents Meeting
- July 12, 1999 - Metro Alliance Chief Academic Officers Meeting
- August 10, 1999 - Metro Alliance Chief Academic Officers Meeting
- August 12, 1999 - Metro Alliance Presidents Meeting
- September 7, 1999 - Metro Alliance Chief Academic Officers Meeting
- September 9, 1999 - Metro Alliance Presidents Meeting

APPENDIX D:**Bibliography**

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Endnotes

¹Participation rates measure the proportion of a particular group that is enrolled in post-secondary education.

²Goal attainment rates measure the goals that students have when they entered an Alliance institution and whether or not a student achieved that goal or adopted a different goal.

³All student enrollment outcomes will use the 1999-2000 school year as the base for measurement.

⁴Under-served students are defined as those student groups that are under-represented in Alliance schools according to their proportion in the overall Twin Cities Metropolitan Area population. Each Alliance institution will analyze its enrollment to identify populations that are under-served.

⁵The mission of North Hennepin Community College is currently under revision. A new mission statement should be ready in fall 1999.

⁶The Mission of St. Paul Technical College is currently under review and will be updated in the near future.

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